

5-5-1976

CWU Faculty Senate Minutes - 05/05/1976

Esther Peterson

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MINUTES: Regular Senate Meeting, 5 May 1976
Presiding Officer: David Lygre, Chairman
Recording Secretary: Esther Peterson

The meeting was called to order at 3:15 p.m.

ROLL CALL

Senators Present: All Senators or their alternates were present except Craig Allen, Beverly Heckart, Kathy Kingman, Dale Samuelson and Ruth Vogel.

Visitors Present: Charles McGehee, David Anderson, Ed Harrington, W. W. Newschwander, Bernard Martin, R. D. Gaines, L. A. Danton, Bill Floyd, George Fadenrecht, Kent Richards, J. B. Housley, Lou Bovos, Dale Comstock, and Don Schliesman.

AGENDA CHANGES AND APPROVAL

The chairman suggested the following changes:

1. Under "Communications" add
 - H. Letter from Larry Lawrence
 - I. Letter from Robert Brown et al
 - J. Letter from Robert Dean
 - K. Letter from Janet Lowe et al
 - L. Letter from Wes Crum
 - M. Letter from Iqbal Jafree
 - N. Letter from David Anderson
 - O. Letter from Warren Street
2. Under "Reports" insert, prior to Chairperson's Report:
 - A. Vice-President for Academic Affairs

APPROVAL OF MINUTES

The minutes of April 7 were approved as distributed.

The minutes of April 21 were approved with the following correction: on page 2, under "D" of the Executive Committee Report, 4th paragraph, last line, the sentence should read as follows: "If no agency obtains a majority vote on that election, a run-off election will be held on June 1 between the two groups with the greatest number of votes."

COMMUNICATIONS

- A. Letter from Charles McGehee, dated April 20, expressing on behalf of the AAUP concern over the "Academic Plan 1976-1981, Draft #6." This will be discussed under Executive Committee Report.
- B. Letter from George Stillman, dated April 23, requesting that an exception be made for the terminal degree requirement for promotion in the case of Richard Fairbanks. This has been referred to the Senate Personnel Committee.
- C. Letter from Robert Gaines, dated April 20, 1976, notifying the Senate that Helmi Habib has been elected as Senate representative and Don Dietrich as alternate, for the coming term.
- D. Letter from James Brooks, dated April 26, 1976, regarding representation of Association of Administrators on the Faculty Senate. This has been referred to the Senate Code Committee for their information.

- E. Letter from Chester Keller, dated April 20, 1976, informing the Senate of the re-election of Jay Bachrach as Senate representative with Mr. Keller serving as alternate.
- F. Letter from Joe Rich, dated April 27, 1976, notifying the Senate of the re-election of Duncan McQuarrie as Senate representative for that department. Max Zwanziger was elected as his alternate.
- G. Letter from Joe Haruda, dated April 26, 1976, requesting exceptions to the Code requirements for promotion eligibility in the cases of Robert Panerio and John DeMerchant. This has been referred to the Senate Personnel Committee.
- H. Letter from Larry Lawrence, dated April 26, recommending that David Burt be considered an exception to the rank requirements cited in the Faculty Code regarding eligibility for promotion. This has been referred to the Senate Personnel Committee.
- I. Letter from Robert Brown et al, dated April 26, recommending that Curt Wiberg be considered an exception to the rank requirements cited in the Faculty Code regarding eligibility for promotion. This has been referred to the Senate Personnel Committee.
- J. Letter from Robert Dean, dated April 26, informing the Senate there was no member of the Math Department who would consent to be nominated for the office of Senator.
- K. Letter from Janet Lowe et al, dated April 28, recommending that O. W. Wensley be considered an exception to the rank requirements cited in the Faculty Code regarding eligibility for promotion. This has been referred to the Senate Personnel Committee.
- L. Letter from Wes Crum, dated April 29, informing the Senate that Dale Samuelson was elected as their Senate representative. His alternate will be Richard Grey.
- M. Letter from Iqbal Jafree, dated April 26, regarding a personnel grievance with the college.
- N. Letter from David Anderson, dated May 3, regarding CWSC support for a Task Force for a Public Dialog which will be instituted to elucidate the role of higher education in our civilization and the level of support of higher education which is necessary. This will be discussed under the Executive Committee Report.
- O. Letter from Warren Street, chairman of the Undergraduate Curriculum Committee, dated April 26, regarding curriculum policies. The U. C. C. is asking the faculty to examine these policies to see if faculty intent is being followed in practice. This has been referred to the Senate Curriculum Committee.

REPORTS

- A. Vice President of Academic Affairs--Mr. Harrington reported on the enrollment to date.
- B. Chairperson--Mr. Lygre commented on the action announced at the last Senate meeting concerning the collective bargaining election. At that meeting, the Senate Executive Committee announced a schedule on Senate Motion 1024. The Senate Executive Committee has been meeting with the presidents of three organizations concerning procedural matters in the election. From those discussions, concerns were raised and it was agreed that an opportunity should be provided for these concerns to be presented to the Senate.

Mr. Lygre read the procedure which will be followed on the collective bargaining election, as stated in the minutes of April 21, page 2, 4th paragraph under Executive Committee Report. If the Senate wishes to direct the Executive Committee to proceed in any different fashion, such motions are in order at this time. The ballots have been sent out concerning the desirability of individual faculty members being represented for collective bargaining; 386 ballots were sent out; 281 have been returned; the ballots will be counted Friday afternoon.

Mr. Lygre announced there will be an open discussion for anyone who wishes to comment on the issue or direct the Executive Committee on the conduct of the elections.

Mr. Floyd, President of the NSP (AHE); Mr. McGehee, President of the American Association of University Professors; and Mr. Newschwander, President of the AFT were present to comment on the collective bargaining issue and to discuss the conduct of the elections.

Mr. Lygre explained that in order to get on the ballot, the position that the Executive Committee has developed is that a petition with at least ten percent (10%) of the faculty, (at least 35 signatures) would be necessary to get any particular entry on the ballot.

Mr. Vifian mentioned he feels that the election would be much more valid if it took place in the fall. He explained that the various organizations would have time to do campaigning to think seriously what is occurring, and to know more about the lawsuits taking place. He disagrees with the timing.

MOTION NO. 1458: Mr. Vifian moved, seconded by Ms. Hileman, to postpone until fall quarter a decision on procedures for conducting the election of a collective bargaining representative.

Considerable discussion followed on the motion.

Motion No. 1458 was voted on and defeated with a majority voice vote, and several abstentions.

MOTION NO. 1459: Mr. McQuarrie moved, seconded by Mr. Alumbaugh, that the vote on selecting a collective bargaining agent be postponed until the fourth week of the coming fall quarter and in the interim the Senate adopt rules for procedure for that election and those rules be established prior to election.

There was considerable discussion on the motion.

Motion No. 1459 was voted on by roll call vote:

Aye: Nancy Lester, Duncan McQuarrie, Dolores Osborn, John Vifian, Milo Smith, Rosella Dickson, Dick Alumbaugh, Jim Applegate, Robert Miller, Betty Hileman, Robert Bennett, Pearl Douce', Stan Dudley, Charles Hawkins and George Grossman.

Nay: David Burt, Paul Kuroiwa, Madge Young, Curt Wiberg, Jay Forsyth, Clayton Denman, John Gregor, Roger Winters, Richard Jensen, Charles Brunner, Thomas Yeh, Joel Andress, Roger Garrett, Richard Doi, Jay Bachrach and Robert Nuzum.

Abstain: John Purcell and James Brooks.

Motion No. 1459 failed by a majority nay vote of 15 Aye, 16 Nay, and 2 Abstain.

The chairman announced the Senate will proceed as announced two weeks ago.

Mr. Brooks asked the reason for himself and other administrators not receiving ballots to vote with. He asked how it was determined who should be able to vote or not.

Mr. Lygre explained how a voting roster had been determined and offered to give Mr. Brooks a copy of the roster if he wished to have one.

Mr. Brooks mentioned he had not gotten a questionnaire on determining how the salary budget would be used for the faculty.

It was suggested that anyone who wished could present a request to the Executive Committee and they will provide them with a complete voting list.

C. Executive Committee-- Mr. Bennett reported on the following:

- 1) The Senate Executive Committee has named Ann Denman and Gordon Warren to serve on the Search Committee for the position of Assistant Vice President for Academic Affairs.
- 2) A letter has been distributed from David Anderson requesting the appointment of a faculty member to the CFR Task Force.

MOTION NO. 1460: The Senate Executive Committee moved that the Faculty Senate express its support for the establishment of a CFR Task Force for the Public Dialog and charge the Executive Committee to appoint a faculty member to serve on the task force.

Mr. Anderson was present to present his views and to answer questions. There was considerable discussion on the proposed Task Force.

MOTION NO. 1461: Mr. Bennett moved to amend, seconded by Mr. Alumbaugh, that the person appointed be ratified by the Senate. Voted on and passed with a unanimous voice vote.

The main motion, as amended, was discussed.

Motion No. 1460 voted on and passed with a unanimous voice vote.

- 3) Mr. Bennett reported on the faculty hearing held after the last Senate meeting on the Academic Plan 1976-1981. Copies of a response to the plan, prepared by the Executive Committee, have been distributed to the Senators at this meeting. It was noted in this report that one area of concern pertained to the use of statistics. Many of these statistics should be contained on-campus, as they had to do with internal decisions. The format emphasizes student credit hours and this raised considerable concern because this seemed to be the main criteria for consideration in making decisions. Other areas of concern included the importance of qualitative judgments, the increasing emphasis on off-campus programs, and the extent of faculty involvement in decision making.
- 4) Mr. Alumbaugh reported that a list of senators has been distributed to the Senate. Senators are asked to return nominations for the Executive Committee to the Faculty Senate office by May 13, 1976. Additional names may be turned in later if desired. Election of officers for the Executive Committee will be held at a special meeting which will be scheduled for May 26.

C. Standing Committees--

1. Student Affairs -- No report at this meeting.
2. Personnel Committee-- Mr. Vifian presented a recommendation from the Personnel Committee, and distributed copies to the Senators at the meeting. The recommendation is as follows:

Proposed Code Change: No person appointed to a faculty position with academic rank, under the provisions and procedure outlined by this Code, may be changed to a position which does not carry academic rank.

Rationale: The Faculty Code, Sections 2.10 and 2.12, are quite specific as to the minimum qualifications for a person to be appointed to a faculty position with academic rank and to be "worthy of consideration for... tenure", along with the procedures for the appointment.

It would seem an appointment with rank, later followed by a change to a position without rank would be an admission either that the person did not meet the minimum qualifications at the time of appointment or that the minimum requirements have been changed and applied retroactively.

The problem most likely to occur is the appointment of a person to a faculty position with rank who signed a contract to complete an academic doctorate, did not complete the conditions of the contract, but has proved to be an effective teacher for lower division courses. It would not be tempting to change this person's appointment to one without rank to retain a proven, effective teacher. This type of person could have an important role for some departments at CWSC, however changing his position to a tract not leading to tenure, along with being on one-year contracts, could result in an environment causing the individual to become less effective. A more viable solution to the problem may be in the creating of a new type of appointment which leads to tenure, but does not involve academic rank.

Another problem that could occur with such a practice is to use the availability of a non-rank position as a vehicle for escaping difficult tenure decisions.

MOTION NO. 1462: Mr. Vifian moved the senate approve this in principle and refer it to the Code Committee as a proposed Code amendment. Voted on and passed with a majority voice vote.

3. Curriculum Committee -- No report at this meeting.
4. Budget Committee -- Mr. Applegate presented the Committee's recommendation. He summarized the meetings the Budget Committee held. The Committee met with Vice President Harrington on April 28. A memo on recommendation of distribution of salary increase was sent out to all members of faculty as a result of that meeting. In that memo the Budget Committee requested anyone wishing to react to the proposal should write to Mr. Applegate by May 4.

MOTION NO. 1463: The Senate Budget Committee moved:

The Faculty Senate recommends to the Board of Trustees the adoption of the salary policy approved by the Faculty Senate January 21, 1976. Furthermore, the Senate recommends the distribution of part of the allocated 5% increase (approximately \$300,000 of an estimated \$368,000) by placing CWSC faculty on the salary schedule plus one full step as outlined in the salary policy.

The Senate further recommends that most of the remaining monies (estimated \$68,000) be used for promotions. Furthermore, the Senate urges that the funding of salary inequities come from salary savings, or other sources outside the 5% monies.

The chairman explained that the question before the Senate today is what position they wish to take concerning distribution of funds. The position of the administration was presented in a letter distributed at the previous Senate meeting.

There was considerable discussion.

MOTION NO. 1464: Mr. Alumbaugh moved, seconded by Mr. Purcell, to close debate. Voted on and passed with a unanimous voice vote.

Motion No. 1463 was voted on and passed with a unanimous voice vote.

ADJOURNMENT

The meeting adjourned at 5:05 p.m.

1975-76

FACULTY SENATE MEETING OF

ROLL CALL

May

SENATOR

ALTERNATE

Allen, Craig
Alumbaugh, Dick
Applegate, Jimmie

Phil Tolin
Neil Roberts

Bachrach, Jay
Bennett, Robert
Brooks, James
Burt, David

Peter Burkholder
Robert Bentley
Edward Harrington
Richard Johnson

Dickson, Rosella
Douce', Pearl
Doi, Richard
Dudley, Stan
Dugmore, Owen

Margaret Lawrence
Joan Howe
Constance Speth
Gerald Brunner
Robert Nuzum

Franz, Wolfgang

Charles Brunner

Garrett, Roger
Gregor, John
Gulezian, Allen

Lynn Osborn
Bill Hillar
Jay Forsyth

Hawkins, Charles
Heckart, Beverly
Hileman, Betty

David Kaufman
Gordon Warren
Deloris Johns

Jakubek, Otto
Jensen, J. Richard
Keith, Art
Kingman, Kathy
Klug, Linda
Kuroiwa, Paul

Joel Andress
Bonaly Bricker
George Grossman
Clayton Denman
Don Woodcock

Lester, Nancy
Lygre, David

Dieter Romboy
Helmi Habib

McQuarrie, Duncan
Miller, Robert
Dolores Osborn
Purcell, John
Samuelson, Dale
Smith, Milo

Owen Pratz
Wallace Webster
Blaine Wilson
Kent Martin
Lee Fisher
A. James Hawkins

Vifian, John
Vogel, Ruth
Wiberg, Curt
Winters, Roger

Keith Rinehart
Thomas Thelen
Robert Yee

Yeh, Thomas
Young, Madge

William Craig
Joe Schomer

VISITORS

PLEASE SIGN THIS SHEET

Faculty Senate Meeting

Charles W. Selice
David R. Anderson
Edward J. Harrington
H. H. Newschwander
Bernard Martin
R. H. Green
J. H. Danton
Bill Floyd
George Fadenrecht
Kent Richards
J. H. Housley
L. R. Bova
Don Schlesman

RANDOM
ROLL CALL VOTE

SENATOR	AYE	NAY	ABSTAIN	ALTERNATE
Beverly Heckart				Gordon Warren
John Purcell			✓	Kent Martin
Nancy Lester	✓			Dieter Romboy
David Burt		✓		Richard Johnson
Paul Kuroiwa		✓		Don Woodcock
Madge Young		✓		Joe Schomer
Duncan McQuarrie	✓			Owen Pratz
Dolores Osborn	✓			Blaine Wilson
Curt Wiberg		✓		Thomas Thelen
John Vilian	✓			Keith Rinchart
Milo Smith	✓			A. James Hawkins
Rosella Dickson	✓			Margaret Lawrence
Dale Samuelson				Lee Fisher
Dick Alumbaugh	✓			Phil Tolin
Kathy Kingman				
Allen Gulezian		✓		Jay Forsyth
Linda Klug		✓		Clayton Denman
John Gregor		✓		Bill Hillar
Jim Applegate	✓			Neil Roberts
Robert Miller	✓			Wallace Webster
Roger Winters		✓		Robert Yee
Ruth Vogel				
Betty Hileman	✓			Delores Johns
Richard Jensen		✓		Bonalyne Brickers
Robert Bennett	✓			Robert Bentley
Wolfgang Franz		✓		Charles Brunner
Thomas Yeh		✓		William Craig
Pearl Douce	✓			Joan Howe
David Lygre				Helmi Habib
Craig Allen				
James Brooks			✓	Ed Harrington
Stan Dudley	✓			Gerald Brunner
Otto Jakubek		✓		Joel Andress
Roger Garrett		✓		Lynn Osborn
Richard Doi		✓		Constance Speth
Charles Hawkins	✓			David Kaufman
Art Keith	✓			George Grossman
Jay Bachrach		✓		Peter Burkholder
Owen Dugmore		✓		Robert Nuzum

15

16

2

A G E N D A

FACULTY SENATE MEETING
3:10 p.m., Wednesday, May 5, 1976
Room 471, Psychology Building

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES of April 7 and April 21, 1976
- IV. COMMUNICATIONS
 - A. Letter from Charles McGehee
 - B. Letter from George Stillman
 - C. Letter from Robert Gaines
 - D. Letter from James Brooks
 - E. Letter from Chester Keller
 - F. Letter from Joe Rich
 - G. Letter from Joe Haruda
- V. REPORTS
 - A. Chairperson
 - B. Executive Committee
 - C. Standing Committees
 - 1. Student Affairs
 - 2. Personnel
 - 3. Curriculum
 - 4. Budget
 - 5. Code
- VI. OLD BUSINESS
 - A. Code Committee proposals
 - B. President's Code Proposals
- VII. NEW BUSINESS
 - A. Proposed Policy on Nonmatriculated Students
 - B. Proposed Policy on Undergraduate Program Review and Evaluation
 - C. Code Committee Proposals
- VIII. ADJOURNMENT



AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
ELLENSBURG, WASHINGTON 98926

April 20, 1976

RECEIVED
APR 22 1976
FACULTY SENATE

Dr. David Lygre, Chairperson
Faculty Senate
CWSC
Campus

Dear Dr. Lygre:

On behalf of the AAUP I would like to express our concern over the "Academic Plan 1976-1981, Draft #6" recently circulated by Dr. Harrington. Specifically we are concerned with the formulation of this document and implementation of its proposals without any apparent faculty input or participation. Indeed the new position of Assistant Vice President for Off-Campus Programs has been created just as a faculty committee is studying the consequences of the reorganization that took place in 1972. It is difficult not to view this action as an affront to the faculty. We were assured by the Trustees during and at the conclusion of the recent litigation that the principles of shared governance still do and will continue to operate at Central. The unilateral creation of the position and plan seems to deny that principle.

The AAUP therefore makes the following suggestions: we urge the Faculty Senate to reject this proposal and the acceptance of a token position on the search committee, not because of any merits which may be involved in the plan and position, but because of the failure to respect the principles of shared governance, the only governing principle that in any way can insure that all interests in higher education will be reflected in an ultimate plan.

We also propose that a Senate committee be convened to meet with the Vice President's Advisory Council to review and redraft the proposal if need be, reflecting the broader concern of higher education. This process should be an open one, constantly providing for free input from and evaluation by the faculty and students.



AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
ELLENSBURG, WASHINGTON 98926

Page Two

We further propose that if there are to be any new administrative positions created, existing positions restructured or redefined, or personnel shifted between existing or into new positions, faculty should be heavily involved in the search process. Indeed we believe search committees should be made up predominately of faculty and not administration.

Sincerely,

A handwritten signature in cursive script, which appears to read "Charles L. McGehee".

Charles L. McGehee
Chapter President



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RECEIVED

APR 23 1976

FACULTY SENATE

TO: Faculty Senate

FROM: George Stillman, Art Department

DATE: April 23, 1976

RE: EXCEPTIONS TO RANK REQUIREMENTS

In accordance with Section 2.12 of the Faculty Code an exception to rank requirement is being requested for Richard Fairbanks. The following information should be taken into consideration with respect to this request.

- (1) His degree of MA was granted in the state of California in 1955. This was considered at the time to be a terminal degree in his field. Although the MFA existed in 1955 it was the rare exception rather than the rule that one should be required for the teaching of ceramics at a College level. It was not until quite recently that the MFA was accepted universally as the terminal college teaching degree in the arts.
- (2) Mr. Fairbanks has in excess of two years additional advanced work beyond the masters as a Fulbright Scholar at Arabic Warsila Corporation in Helsinki, Finland, 1959-1960. In the field this experience as a Fulbright Scholar far exceeds what would be expected beyond the MA in terms of advanced study.
- (3) Mr. Fairbanks is known at a national level through exhibitions of his work at the highest professional standards in his field (see attached resume'). He has received many awards and illustrations of his work have appeared in national publications.
- (4) Exceptions have been made in two other cases (Mr. Bach and Mr. Randall) when the degree was granted and employment of the individual took place prior the existence of present academic standards of terminal qualification in the studio area.

Based on the above the Art Department and I request that the exception be made for the terminal degree in the case of Mr. Fairbanks.

cc: Dean Housley
Vice President Harrington

CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON

DEPARTMENT OF CHEMISTRY

RECEIVED

APR 23 1976

April 20, 1976

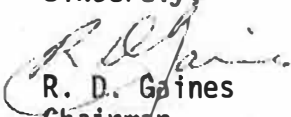
FACULTY SENATE

Faculty Senate
Edison Hall
CWSC

This is to notify you that new senator and
alternate for the Department of Chemistry
have been elected as follows beginning Fall,
1976.

Senator: Dr. Helmi Habib
Alternate: Dr. Don Dietrich

Sincerely,


R. D. Gaines
Chairman

RDG:sp

CENTRAL WASHINGTON STATE COLLEGE

ELLENBURG, WASHINGTON

98926

RECEIVED

April 26, 1976

APR 26 1976

FACULTY SENATE


Dr. David Lygre
Chairman
Faculty Senate
Campus

Dear Dave:

Enclosed is a copy of a letter to me from Dr. Reed, President of the Association of Administrators, suggesting that the Association be represented on the Faculty Senate. I request that the Faculty Senate Executive Committee respond to Dr. Reed on this matter.

Thank you!

Sincerely yours,


James E. Brooks
President

cc: Dr. Reed

Enclosure

CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON

98926

April 8, 1976

Dr. James E. Brooks, President
Office of the President
Barge Hall
Central Washington State College
Campus

Dear Dr. Brooks:

Under the new faculty code, administrators without faculty rank and tenure are excluded from representation on the faculty senate, and are not allowed to participate in electing the one remaining representative for the administrators. Thus, we are essentially without representation in that body. The Administrators Executive Committee has discussed this matter. We would like to express our feelings about it and offer some suggestions.

The situation seems to many of us unfortunate, cutting us off from communicating with a body to which we feel we can provide useful input. More importantly, it leaves no reliable communication channels open for the concerns some of us feel. That this situation does imply the loss of important representation should be shown by the observation that no one from business affairs, for example, will be represented in the senate. Many of us are also charged with implementing programs which require extensive interaction with faculty. We concur with those who feel that the drafting of an Administrator's Code is more important than being concerned over the declining representation of Administrators in the Senate, but upon being notified that non-faculty administrators may not participate in the election of faculty Administrators to the Senate (which we feel is a fair interpretation of the Code) we are made aware of the immediacy of this problem and we are moved to ask if it is fair or reasonable to bestow such an impotent condition on a sizable group of people who are daily intimately involved in the academic affairs of this College.

If others share our feeling that this is an error which should be corrected, then we think it would just take one or two minor changes in the Faculty Code to restore our proper relationship to the Senate. Clearly a great number of representatives is neither necessary nor appropriate; nor would it seem that our status as non-faculty should be a permanently insurmountable obstacle, since representation by students is specifically accepted (Section 1.25). We believe, in fact, that the provision for student representation is precisely the kind of precedent which should be followed in allowing non-faculty administrators representation. We suggest that all administrators should be entitled to representation on a par with the faculty in proportion to their number.

Dr. James. E. Brooks
April 8, 1976
Page 2

A question arises as to whether or not non-faculty administrators should be pooled with faculty administrators in determining senate representation. At the risk of further dividing these two groups of administrators we suggest that they not be pooled. (We suspect pooling them might be even more divisive, not to mention more complicated vis-a-vis the current Faculty Code). Following these thoughts we come to the following suggested Faculty Code change. Insert following 1.25 A (4):

- (5) One non-faculty administrator plus an additional number of at-large positions for non-faculty administrators, to be allocated on the basis of the size of the group of non-faculty administrators in comparison to academic departments, to be elected by non-faculty administrators.

We make this suggestion in the sincere belief that it would contribute to the general cohesiveness of this academic community, and that representation from our group would be beneficial and constructive to the Senate. We appreciate your consideration of it. We also recognize that the support and approval of the faculty senate for this code revision would be needed.

Sincerely,



V. Gerald Reed, President
Association of Administrators

lc

cc: Dr. David Lygre, Faculty Senate Chairman
Assoc. Admin. Executive Committee
Assoc. Admin. Faculty Senate Representatives

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF PHILOSOPHY

ELLENSBURG, WASHINGTON

RECEIVED

APR 27 1976

FACULTY SENATE


20 April 1976

Richard Alumbaugh, Secretary
Faculty Senate Executive Committee
CWSC

Dear Richard:

At the regularly scheduled meeting of the Philosophy Department, April 19, Professor Jay Bachrach was unanimously reelected to the Senate. Since Professor Burkholder is going on sabbatical leave, he was not renominated as alternate. I was asked to serve instead as alternate.

Sincerely,


Chester Z. Keller
Chairman
Department of Philosophy

CZK:lm

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF PSYCHOLOGY

ELLENSBURG, WASHINGTON

RECEIVED

APR 27 1976

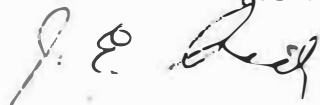
FACULTY SENATE

TO: Richard Alumbaugh, Secretary, Faculty Senate

FROM: Joe Rich

DATE: April 22, 1976

During a meeting of the Psychology Department on April 20, 1976, the Department voted Duncan McQuarrie as senator and Max Zwanziger as his alternate.



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CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF MUSIC

ELLENSBURG, WASHINGTON

98926

April 26, 1976

RECEIVED

APR 28 1976

FACULTY SENATE

Dr. David G. Lygre, Chairman
Faculty Senate
Central Washington State College
Campus

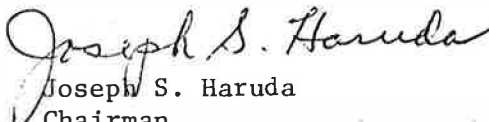
Dear Dr. Lygre:

According to Section 2.12 of the Faculty Code of Personnel Policy and Procedure, the Music Department requests that the Faculty Senate make exceptions to the rank requirement and technical equivalencies for Robert Panerio and John De Merchant, Associate Professors in Music. The Senate had previously waived these requirements for their promotion to Associate Professor.

The Music Department believes that these two gentlemen, because of their teaching effectiveness, professional reputation, stature, maturity and appropriate experience, are worthy of promotion to professor.

We will be happy to provide you with any additional information you may require.

Sincerely,


Joseph S. Haruda
Chairman,
Department of Music

JSH/rk

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF ENGLISH

ELLENSBURG, WASHINGTON

98926

April 27, 1976

RECEIVED

APR 28 1976

FACULTY SENATE

David Lygre, Chairman
Faculty Senate
CWSC

Dear David:

In accordance with section 2.12 of the "Faculty Code," I formally submit for Senate approval the English Department recommendation that David Burt be promoted to full professor. Since Mr. Burt is technically lacking in requirements for this rank, according to provisions of the current "Faculty Code," the Senate apparently must declare him an "exception to rank requirements" and approve the recommendation of the department and the dean. On behalf of the English Department I request that the Senate now act upon this recommendation in order that Mr. Burt can be considered this quarter by the President and Board of Trustees.

When David Burt was hired in 1959, some 17 years ago, the doctorate was not an absolute requirement for the full professorship. Nor has such a stipulation ever appeared in his contract letters. His career here has therefore been based upon expectations for advancement that would now, I submit, be unjustly denied him by the retroactive application of new requirements.

His expectations have long been shared and strongly supported by his department. A significant indication of that support is the recurrent top priority recommendation accorded him even in these days of long eligibility lists and scarcity of promotions: for three out of the past four years the English Department has placed his name first in its priority list of recommendations for promotion. The Dean of the School of Arts and Humanities concurs with the departmental support and high priority, as I believe he will be happy to inform you.

Mr. Burt's career has been a particularly distinguished one and his contribution to this college exceptional. To detail that career and that contribution I take the liberty of attaching my letters of recommendation for the past two years, I can only add that I will be happy to provide any other information the Faculty Senate may desire. Please call on me.

Sincerely,



Larry L. Lawrence, Chairman
Department of English

cc: John B. Housley

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF BIOLOGICAL SCIENCES

ELLENSBURG, WASHINGTON
98926


April 28, 1976

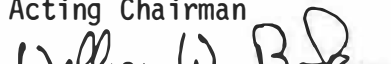
Dr. David Lygre, Chairman
Faculty Senate
Campus


Dear Dr. Lygre:

The Department of Biological Sciences requests that an exception be made to the Faculty Code Requirement for the Doctorate as a requirement for promotion to Professor in the case of Curt Wiberg. We will supply information to the Senate Personnel Committee which supports our request.


Sincerely,

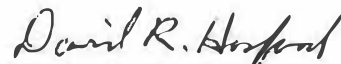

Robert H. Brown
Acting Chairman



William W. Barker
Associate Professor



Ronald J. Boles
Professor


John E. Carr
Assistant Professor

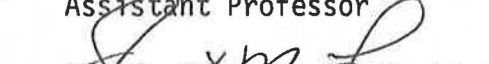

Glen W. Clark
Professor



David R. Hosford
Associate Professor



Sheldon R. Johnson
Associate Professor



Edward P. Klucking
Professor


Robert F. Lapen
Assistant Professor

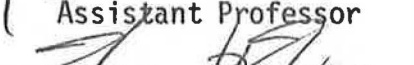

Janet M. Lowe
Professor

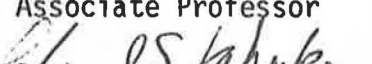

Robert E. Pacha
Professor


Roland S. Shook
Assistant Professor


Stamford D. Smith
Associate Professor


Dennis B. Swanger
Assistant Professor


Thomas H. Thelen
Associate Professor


Leland S. Jahnke
Assistant Professor

CENTRAL WASHINGTON STATE COLLEGE

Department of Aerospace Studies

ELLENSBURG, WASHINGTON

98926

April 29, 1976

RECEIVED
MAY 3 1976
FACULTY SENATE

Richard V. Alumbaugh, Secretary
Faculty Senate Executive Committee
Faculty Senate Office
CWSC

Dear Mr. Alumbaugh:

The Faculty of Aerospace Studies met at 10 a.m. on Thursday, April 29, 1976 in a special meeting called for the specific purpose of electing a Senator and an Alternate Senator for the 1976-79 term. The results were as follows:

Senator: Dale Samuelson
Alternate: Richard Gray

Sincerely yours,



J. Wesley Crum
Director of Aerospace Studies

CENTRAL WASHINGTON STATE COLLEGE

Ellensburg, Washington 98926

ALLIED HEALTH SCIENCES PROGRAM

4/28/76

RECEIVED

MAY 3 1976

FACULTY SENATE

Dr. David G. Lygre, Chairman
Faculty Senate
Campus

Dear Dr. Lygre:

The Allied Health Sciences Program requests that an exception be made to the Faculty Code requirement for the doctorate as a requirement for promotion to Professor in the case of Mr. O. W. Wensley, Associate Professor of Speech Pathology and Audiology.

We will supply information to the Senate Personnel Committee supporting this request.


Sincerely,



Janet M. Lowe, Director
Allied Health Sciences Program



Bernard R. Jackson
Associate Professor of Speech Pathology
and Audiology



Bartholomew J. Sarzynski
Assistant Professor of Speech Pathology
and Audiology

jac

AN EQUAL OPPORTUNITY EMPLOYER

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF MATHEMATICS

ELLENSBURG, WASHINGTON
98926

RECEIVED
APR 29 1976
FACULTY SENATE

DATE: April 26, 1976

TO: Richard V. Alumbaugh, Secretary
Faculty Senate Executive Committee

FROM: Robert Y. Dean, Chairman
Department of Mathematics *R. Dean*

RE: Department Senator and Alternate

In response to your memorandum of April 13th, we have the following comment. The resignation of David Anderson as our senator and our subsequent non-participation in Senate affairs during the past academic year was indeed partially in protest to the unilateral and arrogant action on the part of the Board of Trustees.

Our primary concern, however, we apparently failed to articulate. We restate it: Our observations over the years have convinced us that the Faculty Senate as it is presently structured and as it habitually (dis)functions, constitutes a generous overdose of "participatory democracy." We feel that, in general, it has not been truly representative of the faculty, is unresponsive to faculty desires and needs, is largely ineffective in passing timely and responsible legislation, and is virtually impotent to either implement or enforce its policies or procedures. Consequently, it demands of those members who would faithfully and conscientiously fulfill the obligations incumbent with the office a contribution of time and energy incommensurate with the questionable benefits derived therefrom.

Substantiating this view, I must report that at our regular departmental meeting held on April 20, 1976, there were no members of the Department who would consent to be nominated for the office of Senator. There was enthusiastic support for the suggestion that a search for a more representative and efficient form of college governance be initiated.

RYD:lp

cc: Dean B. L. Martin

C O P Y

C O P Y

C O P Y

May 3, 1976

Dr. David Lygre
Chairman, Faculty Senate

Dear David,

The Council of Faculty Representatives is concerned with maintaining the quality of education offered at our institutions. The (CFR) Task Force on Educational Quality gave its report to the Council April 24. Among the recommendations the Task Force suggested that a dialog with the public be instituted to elucidate the role of higher education in our civilization and the level of support of higher education which is necessary. Accordingly the CFR approved a motion to establish a Task Force for the Public Dialog. I was asked to determine the degree to which CWSC would support the Task Force and to identify a faculty member to serve on the Task Force.

The Task Force would coordinate the efforts of the colleges and universities in the dialog. I would expect all media to be used. Panel discussions could be presented on radio and television. Films could be produced to show our outstanding professors in the classroom or other setting. It might encourage faculty to provide input to the Committee on Post-Secondary Education and legislative committees. The individual Task Force member would integrate the efforts of faculty members from his campus with those of other faculty members. He would enlist the aid of individuals to participate in the dialog and of others to help produce materials for the dialog.

In order for the Task Force to be effective the colleges and universities will have to give considerable support. It would probably operate on a modest budget and most participation would be by faculty members beyond their normal responsibilities. I ask the Faculty Senate to consider carefully the support which it might wish to provide. Without substantial commitment by the various faculties the Task Force could do little to achieve its goal. Would the CWSC Faculty Senate appoint a faculty member to the Task Force? Would the Senate provide this person with a committee to develop our campus' participation?

Sincerely,

/s/ David R. Anderson

David R. Anderson

TO: Faculty Senate

FROM: Undergraduate Curriculum Committee
Warren Street, Chairman *W.S.A.*

DATE: April 26, 1976

RE: Curriculum Policies

cc: Dean Schliesman
Vice-President Harrington
Philip Tolin, Undergraduate Council
Helmi Habib, Teacher Education Committee
U.C.C. Members

RECEIVED
MAY 5 1976
FACULTY SENATE

During the past year, the Undergraduate Curriculum Committee (U.C.C.) has been presented with curriculum proposal decisions inadequately anticipated by our existing curriculum policy. We have tried to make reasonable decisions in these cases but we should be guided by policy that is the deliberate decision of the whole faculty. Convenience, personal influence, and precedents capable of almost any interpretation play too great a role at present.

The attached pages deal with separate policy issues. Some of these issues have arisen because pressures outside the college are forcing us to teach in new ways. We have apparently decided to comply with these pressures, but our curriculum policy does not integrate these new elements in a stated policy that also applies to traditional elements.

Other issues have arisen because the U.C.C. has been concerned about actual and potential abuse of existing curricular elements. The U.C.C. would like the faculty to re-examine these policies to see if faculty intent is being followed in practice.

I. Variable Credit Courses

Traditionally, courses with a fixed subject matter have carried a fixed number of credits, determined partly by the number of classroom and other hours needed for sufficient coverage. Our catalog also has had a few courses for which fixed credits could not be assigned because of the unpredictable nature of course content. Some types of these variable credit courses are listed on p. 8 of the Curriculum Handbook of May 7, 1975.

We have received several requests to add courses to the curriculum which have a stated, specific content but variable credit, a departure from the established pattern. The reasons given for variable credit have been that

- a. it will allow the department to teach a 4 or 5 credit on-campus course in a 3 credit format off-campus. In these cases a 3-5 credit designation has been requested.
- b. It will allow a student to spend as much time on a subject as he wishes.
- c. The course content may change from quarter to quarter as specific topics are considered under an "umbrella" course title.

These virtues may justify allowing the widespread use of variable credit designations, but there are disadvantages that accompany them.

- a. For one, equivalency of course content is indicated only by course number and title. A student who takes Art 265 (Pottery) this year is presumed to be equivalent to one who had Art 265 any other year. Moreover, if he has taken Pottery at another college, he will get transfer credit for Art 265 regardless of the number of credits of the original course. The transferred credits will not change from the original number, of course, but it will be assumed that he has been exposed to equivalent subject matter.

By admitting variable credit courses with specific titles to the curriculum a reliable course content interpretation cannot be assigned to a course number or its title from quarter to quarter, even on our own campus. The transfer of course equivalencies from off-to on-campus programs is affected similarly.

- b. In many subjects, a quarter-long course is interpreted by others to have a certain meaning. Two quarters of statistics, for example, is expected to expose one to a fairly predictable set of material. With variable credits,

I. Variable Credit Courses

Page Two

the coverage of a quarter's course has little predictable meaning.

- c. Variable credits allow different students to take the same course title for varying credits during the same quarter. This possibility may not be troublesome, but its potential is worth a moment's consideration.
- d. By combining variable credits, a vague course title, and the option to repeat the course for credit, all forms of college review of curriculum can be circumvented. The variable credit option is only one ingredient in this recipe, but we mention the possibility here for want of a better place.

The faculty should decide which types of courses are eligible for variable credit designation. The recommendation of the U.C.C. is that variable credit courses be restricted to only those titles listed on p. 8 of the curriculum handbook, namely, Workshop, Seminar, Individual Study, Special Topics, Practicum, and Field Work. Courses with other titles and specific content must be offered and listed in the catalog for a fixed number of credits. One implication of this policy is that reduced credit off-campus offerings of on-campus courses would have to be listed separately under a different title and number in the catalog. The Committee recommends that the words "offered off-campus only" accompany these course descriptions.

II. Level of Individual Study Courses

Individual study courses allow students to pursue topics not adequately covered in the curriculum. The current policy, on p. 10 of the Curriculum Handbook, provides for Individual Study titles at the sophomore, junior, and senior levels. The 1975-76 catalog shows fourteen 296 listings, three 396 listings and forty nine 496 listings.

Some abuses of the Individual Study provision cannot be corrected by altering curriculum policy; they are simply violations of existing policy. These include the granting of Individual Study credit for non-academic work, the substitution of Individual Study work for a disliked course, the repetition of Individual Study on the same topic, and the use of Individual Study to avoid broad exposure to a field or to avoid work under a disliked professor.

In addition, the U.C.C. has questioned the advisability of offering Individual Study to lower division students. Given the rationale for Individual Study, lower division students might be better advised to sample the breadth of a field than to concentrate in depth on one aspect. We ask that the faculty review this policy and recommend that 296 listings be stricken from the catalog, effective with the 1979-80 catalog.

III. Special Topics

Departments have the option of offering Special Topics at the sophomore, junior, and senior level. In the 1975-76 catalog, there are thirty eight 298 listings, thirty five 398 listings, and forty four 498 listings. An infinite number of titles can be offered under each listing. The Special Topics option gives the college a chance to experiment with new courses of unpredictable student appeal, to respond to the needs of a special group quickly, and to offer courses of only momentary relevance (e.g. the Bicentennial courses offered this year). Special Topics has served the college well in performing these functions.

There is a two-year limit on the renewal of Special Topics course titles, after which the course must either be dropped or added to the catalog. The U.C.C. is now receiving the first of an anticipated flood of proposals to add maturing Special Topics courses to the catalog. The widespread use of Special Topics has created a "shadow" curriculum of immense proportions and many of these offerings do not conform to the criteria normally applied to our curriculum. When application is made for regular catalog listing, the U.C.C. is often asked to overlook these anomalies because of the enrollment potential of the courses.

One such difficulty is that Special Topics courses in one department may duplicate the Special Topics courses or the regular catalog offerings of another. Another problem is that the course content may not be thought of as academically appropriate to a four-year college. For another, an upper division number may have been used for material that really requires no college background and for courses offered to freshmen without hesitation. Finally, the Special Topics offerings of one department may infringe on academic domain of another, even though the offended department may not offer a course in the area. In addition, the abuses of Individual Study courses (See Individual Study memo) appear among Special Topics courses occasionally. These objections may be raised when the course is proposed for catalog status, but it is difficult to argue for change in a course that already has a two-year history of student appeal and whose two-year history of non-conformity to conventional policy has had no devastating consequences.

We have a double standard of curriculum policy, one set for Special Topics; the other for regular catalog courses. We need to either state the terms of this double standard in policy or to settle on one standard that will place equivalent restrictions on both types of offerings. The U.C.C. recommends that:

- a. Each Special Topics title be offered once only. The course must be approved for catalog addition before additional offerings are made.

III. Special Topics

Page two

- b. The criteria that apply to any proposed catalog course addition also apply to additions with a Special Topics background.
- c. The appropriateness of numbering level, possible duplication of the catalog offerings of another department, and possible duplication of another Special Topics offering should be examined by a small committee made up of members of the Undergraduate Curriculum Committee and the Teacher Education Committee.

IV. Appropriateness and Numbering of Courses

A. Appropriateness of Course Content

The College has been seeking new populations from which to draw students. Instead of maintaining a stable curriculum that the faculty has decided is appropriate to a college education, we are changing our curriculum to conform to the student's concept of appropriateness. These changes occasionally present the U.C.C. with course proposals that do not appear to be academically appropriate to the college level. Some of these are remedial courses that repeat high school material, some are skills normally learned at home, some are directed at non-matriculated students who wish to satisfy their curiosity and get out of the home once a week.

There is no question that our faculty is capable of teaching these subjects and that there are students who will take the courses. Are these sufficient reasons for adding them to the curriculum? Are there any guidelines for content complexity that may be applied to course proposals? It is embarrassing to confess that a college faculty should ask these questions. The student-credit-hour has replaced expanding knowledge as the basic unit of a college's progress and this change gives rise to our questions.

B. Criteria for Course Numbers

The U.C.C. has also been confronted with course proposals which do not seem to be numbered at the appropriate level. In all cases, the problem is one of a request for upper-division numbering for a course that really requires no preparation on the student's part, is not particularly complex and seems otherwise appropriate to Freshmen or Sophomore students. The reasons for these requests may be related to the funding formula differences favoring upper-division numbers and the opportunity to offer valuable courses taught by experts to off-campus laymen without violating agreements with local community colleges.

The disadvantages of approving such numbers are that (a) continued practice will erode the meaning of all upper-division work and the College's 60 credit upper-division graduation requirement, (b) continued practice may erode the rationale that has established funding formula benefit for the upper-division courses, and (c) demonstrated similarity between upper-division college work and community college offerings may strengthen the argument that community colleges should offer some upper-division courses.

The College has no policy which guides discrimination of upper-division from lower-division courses. For a sample of one such policy, the appropriate page of the University of Washington curriculum handbook is attached. The U.C.C. recommends adoption of the University of Washington standards for course numbering and that current catalog offerings be reviewed accordingly.

GUIDELINE DEFINING UNDERGRADUATE COURSE LEVEL

Course level, along with course credit and course enrollment, is an important element in the allocation of University resources. It is essential to have clear guidelines for determining course level. The following broad definitions are to be used in determining the correct level for a proposed undergraduate course.

LOWER-DIVISION COURSES (100-and 200-LEVEL COURSES)

Lower-division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation.

Lower-division courses usually are not limited to students majoring in the field in which the courses are offered.

Any lower-division course, assuming qualified staff and other resources are available, could be offered through a community college.

Survey courses which are general introductions to a field of study offered for nonmajors are lower-division courses. So are "orientation" courses.

100-level courses should be suitable for college freshmen.

200-level courses are directed toward college sophomores though they are open to qualified freshmen.

UPPER-DIVISION COURSES (300-and 400-LEVEL COURSES)

Upper-division courses require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of recommended background which will describe to both students and advisers what is expected.

Recommended background can be indicated in several ways, among them: (1) specifying particular University courses (or their equivalents) which should have been completed prior to enrollment; (2) specifying a certain number of credits in specified areas which should have been completed prior to enrollment; (3) specifying a certain number of total college credits which should have been completed prior to enrollment (or an equivalent such as "senior standing"); (4) specifying permission or requiring an entry card so that some sort of direct assessment of the student's qualifications is made.

300-level courses are directed primarily at juniors and seniors. Ordinarily they are not appropriate for well-prepared graduate students nor are they appropriate as a part of a graduate program.

400-level courses should be appropriate for either seniors or graduate students.

V. Unstated Effects of Course Proposals

The U.C.C. has had recent experience with types of courses~~g~~ addition proposals which, if approved, have consequences more far-reaching than a casual inspection would indicate. The first of these types has the effect of giving a non-academic college unit the right to offer academic courses. We have had such proposals from the Audio-Visual Library and from, as I remember, the Placement Office. The College has no policy regarding the capability for offering course work. We have rejected these proposals pending a policy decision. The faculty should resolve this issue through a definitive statement.

The second type of unstated effect is that some course proposals have the effect of establishing new independent departments. Most commonly, these proposals originate from interdisciplinary programs which may begin as a body of courses taken from existing departments but which soon express the need to offer new courses. Instead of listing the new course with one of the existing departments, a new course prefix is invented. The use of an independent prefix seems to imply a great deal of autonomy, and real autonomy is often close behind. There is nothing wrong with the establishment of new autonomous academic units, but the decision should be made consciously and not as a consequence of a curricular fait accompli. The U.C.C. recommends that both of these problems be dealt with by extending the franchise for course generation and course prefixes to academic departments only. Proposals for courses may come from many sources, but the sponsorship and prefix of an academic department would be required for approval. The curricula of interdepartmental programs should be assigned to the departments that cooperate in them.

NOMINATIONS FOR EXECUTIVE COMMITTEE

CHAIRMAN _____

VICE CHAIRMAN _____

SECRETARY _____

AT-LARGE OFFICER _____

AT-LARGE OFFICER _____

Please return your nominations to the Faculty Senate Office by May 13, 1976

Present Senator	No. of Yrs. to serve	TERM SERVED	
	3		Administration
Robert Miller	1	1st term	Administration
Paul Samuelson (re-elected)	3	1st term	Aerospace
Waldo Klug	2	1st term	Anthropology
Richard Doi (re-elected)	3	1st term	Art
Art Wiberg	2	1st term	Biological Sciences
Mores Osborn	1	0	Business Ed
Ima Habib	3	1st term	Chemistry
Hazel Dunnington	3	1st term	Communications
Greg Duemore	2	1st term	Counseling & Testing
Milo Smith	3	2nd term	Drama
William Gulezian	1	1st term	Business & Economics
Wolfgang Franz	2	1st term	Business & Economics
Helene Applegate	2	2nd term	Education
Art Keith	1	1st term	Education
Edgar Young	2	1st term	Education
John Vifian	1	1st term	English
David Burt	2	1st term	English
Paul Kurciwa	2	1st term	Ethnic Studies
Nancy Lester	1	1st term	Foreign Languages
John Jakubek	1	1st term	Geography
Robert Mitchell	3	1st term	Geology & Physics
	2		History
Paul Douce'	2	1st term	Home Economics
George Fadenrecht	3	1st term	Library
Richard Jensen	1	1st term	Music
Ray Bachrach (re-elected)	3	1st term	Physics
John Gregor	1	1st term	Physical Education
Betty Hileman	1	2nd term	Physical Education
Wesley Winters	1	1st term	Political Science
Brian McQuarrie (re-elected)	3	2nd term	Psychology
Jack Alumbaugh	2	1st term	Psychology
Charles Hawkins	1	0	Sociology
Robert Erickson	3	1st term	Technology & Ind. Ed.
Willa Dickson	2	1st term	Early Childhood Ed

-Large positions

M E M O R A N D U M

TO: Members of the Faculty

FROM: Jimmie R. Applegate, Chairman
Senate Budget Committee

DATE: April 28, 1976

RE: Distribution of Salary Increase

President Brooks and Vice President Harrington intend to request at the May meeting of the Board of Trustees that the five percent salary increase (estimated \$368,000 for 06 faculty) be distributed as follows:

<u>Distribution Priority</u>	<u>Amount</u>
1. Correcting salary inequities	<u>\$25 - 30,000</u> (estimated)
2. Ten percent of the remaining funds to merit	<u>\$34,000</u> (estimated)
3. Promotion in rank	<u>\$10 - 20,000</u> (estimated)
4. Remaining funds to Scale Adjustment and to Step Increase. See Faculty Code, Section 2.47.	<u>\$286,000</u> (estimated)

If you are not on the salary inequities list, the promotion list, or the merit list, you could receive an approximately 3.9 percent salary increase. According to the Governor's message, funds will only be provided if sufficient income to the state is available.

If you, as individuals, members of departments or programs, members of schools, or members of professional associations, wish to react to the above proposal, please write to me in care of the Faculty Senate Office by May 4, 1976.

Recommendation from the Personnel Committee

Proposed Code Change: No person appointed to a faculty position with academic rank, under the provisions and procedure outlined by this Code, may be changed to a position which does not carry academic rank.

Rationale: The Faculty Code, Sections 2.10 and 2.12, are quite specific as to the minimum qualifications for a person to be appointed to a faculty position with academic rank and to be "worthy of consideration for...tenure", along with the procedures for the appointment.

It would seem an appointment with rank, later followed by a change to a position without rank would be an admission either that the person did not meet the minimum qualifications at the time of appointment or that the minimum requirements have been changed and applied retroactively.

The problem most likely to occur is the appointment of a person to a faculty position with rank who signed a contract to complete an academic doctorate, did not complete the conditions of the contract, but has proved to be an effective teacher for lower division courses. It would now be tempting to change this person's appointment to one without rank to retain a proven, effective teacher. This type of person could have an important role for some departments at CWSC, however changing his position to a tract not leading to tenure, along with being on one-year contracts, could result in an environment causing the individual to become less effective. A more viable solution to the problem may be in the creating of a new type of appointment which leads to tenure, but does not involve academic rank.

Another problem that could occur with such a practice is to use the availability of a non-rank position as a vehicle for escaping difficult tenure decisions.

May 5, 1976

The Senate Budget Committee moves:

The Faculty Senate recommends to the Board of Trustees the adoption of the salary policy approved by the Faculty Senate January 21, 1976. Furthermore, the Senate recommends the distribution of part of the allocated 5% increase (approximately \$300,000 of an estimated \$368,000) by placing CWSC faculty on the salary schedule plus one full step as outlined in the salary policy.

The Senate further recommends that most of the remaining monies (estimated \$68,000) be used for promotions. Furthermore, the Senate urges that the funding of salary inequities come from salary savings, or other sources outside the 5% monies.

CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON

88926

May 4, 1976

Dr. John Purcell, Chairman
Long Range Planning Committee
CWSC Campus

Dear Dr. Purcell:

I would like to transmit this faculty response to the Academic Plan 1976-1981, Draft #6, for the use of your committee and for transmission to the chief administrative officers. The five year plan is a carefully constructed document which reflects the thoughtful deliberations of the members of the Vice-President's Advisory Council. The faculty have had some opportunity to review the document and one open faculty hearing was held by the Senate Executive Committee to solicit their responses. In addition, several written responses have been sent to the Faculty Senate office by individual faculty members. Some of the input concerning the plan was quite complimentary. This report, however, will focus on aspects of the Academic Plan that may warrant revision.

Statistics

Much of our concern relates to the statistical data. The validity of the data is not in question, except for the possibly optimistic enrollment projections in Appendix A. Also, the desirability of having statistical data available for our own in-house planning is not a substantive issue. One of our concerns is that making large amounts of statistical data available to the state invites the manipulation of that data to support pre-conceived positions on the part of the legislature and other members of the state bureaucracy. It is firmly recommended that the plan that is ultimately submitted contain the absolute minimum of statistical data required by the state. As soon as written instructions are sent by the state concerning the academic plan, the data should be pared to the maximum extent possible.

In the event that the following data truly are required by the state as part of the report, the following modifications are recommended:

Table IV -- Include in the table provisional language referring to the tentativeness of these classifications and the fluctuations which occur that can easily disrupt them. However, it would be far preferable to delete this table entirely.

Dr. John Purcell

Page 2

May 4, 1974

Table II -- Group individual entries by discipline if possible. List alphabetically with columns for SCH change, percent change and change in ~~SCH~~ ^{FTE}. If possible, use yearly average rather than Fall Quarter only. One undesirable effect of the specific listing of departments and their SCH's is to encourage a sense of competition between departments for students simply as a matter of departmental self-protection. The desire to increase SCH's could become a major objective of a department. A sense of competition between departments is not compatible with a liberal arts philosophy, in which a student should be encouraged to explore and develop a broad range of areas of knowledge. If possible, this table should be deleted entirely in the plan that is submitted to the state.

Quality control

Another, related concern is that references to the assessment of quality which are in the body of the text (Section IV) are overwhelmed by the quantitative data. The document does not clearly embody the stated commitments to quality educational programs. The faculty, through its departments, committees and other organizational structures, are in a position to make qualitative judgements. For example, the Faculty Senate is about to consider a proposed procedure for the systematic review and evaluation of undergraduate programs by the faculty. This is as it should be. However, faculty participation in the development of Draft #6 has not been uniformly high and the document reflects very limited qualitative judgments. For example, all six departments listed in the third group, Table IV (possible reductions), are among the "top ten" listed in Table II as having experienced the largest SCH declines. Though some correlation between these two tables is reasonable, the very high correspondence cited brings into question the extent to which qualitative assessment played a major role in the construction of this 5-year plan. There is no reference to essential components of an education program at CWSC--regardless of the SCH's generated by those components. Are there any areas of knowledge we won't sacrifice at the altar of SCH's?

An important area where faculty exercise qualitative judgments is that of curriculum proposals. In Item V. 3, the document refers to a need "to streamline the process of curricular change." The need for this is arguable. The statement implies that the present procedures are too slow and difficult. In actuality, they should be relatively difficult in the sense that careful and thorough screening is required for curricular changes to discourage undue course duplication and proliferation and to assure professional faculty quality control over permanent programs and offerings. This process of change requires careful qualitative judgments and should not be rushed unduly. Concerning the implication that present procedures may be too slow, the statement footnotes

Dr. John Purcell
Page 3
May 4, 1976

Appendix E, which shows the large number of new programs recently developed at the college. If anything, this footnote tends to contradict the statement that "streamlining" is greatly needed.

Off-Campus Programs

A number of major concerns relate to the increasing emphasis on off-campus programs. According to the projections in Appendix A (using as an indicator the part-time student categories) and the figures in Sections III and IV of the text, off-campus programs will become an increasingly major component of the college's educational efforts in the next five years. The plan envisions that the off-campus enrollment will increase to a level of 4000-4500 students. There is no clear basis in the document to support this figure. Indeed, we wonder whether the figure is too high. Some of our current off-campus programs, such as Liberal Studies, cannot annually expect a large new influx of students. To compensate for the decreased enrollment that will occur in some of our current programs, and to fulfill the projected figures, a substantial increase in off-campus course offerings will be necessary. Where will they come from? It is important to restrict our off-campus efforts to students who could not otherwise attend a four-year college or university. Otherwise, we will seriously erode our on-campus efforts. Furthermore, these off-campus programs must fulfill valid academic needs that are truly of such a nature so as to warrant the upper-division college credit that they carry. We need to resist the temptation to offer whatever courses we believe will attract a desirable level of enrollment.

Whether we want to admit it or not, the primary impetus for our off-campus thrust is the decrease in on-campus enrollment. According to the "numbers game", the off-campus enrollment has forestalled staffing reductions. The best long-range staffing solution is for the leadership to convince the legislature of the need to staff at a more realistic percentage of formula. Failing that, it may be advisable to reduce the staff size, by attrition, so that a more comfortable staffing level is achieved relative to potential SCH generation. If that occurred, we could be more selective in our off-campus (and on-campus) course offerings instead of scrambling for all available SCH's. Thus it is hoped that the actual staffing will be planned with the anticipation of slightly lower enrollment levels than those projected in Appendix A, III. The plan does contain, in the re-training program (Section V, 1), a constructive provision to provide the college with increasing flexibility in the level of staffing for specific areas. This provision, also ameliorates to some extent pressures on certain faculty members, particularly those recently hired, who may feel that their continued employment is heavily dependent on their ability to "generate" the right number of SCH's for their department.

Dr. John Purcell

Page 4

May 4, 1976

There are additional reasons for decreasing, not increasing, our dependence on off-campus programs as soon as is practical. Off-campus programs should be taught by regular faculty members whenever possible. Since this frequently is not possible at present, some off-campus programs rely heavily on adjunct personnel. In comparison with regular faculty, adjuncts generally have less interaction with colleagues in their department and a less close association with the college. As one consequence, the department may not be very aware of the manner in which such courses are conducted and it is difficult to monitor the quality of the coursework. It is desirable to reduce the number of adjuncts to a much lower level than at present. This would be facilitated by a diminishing emphasis and reliance on off-campus programs.

Even if the number of adjuncts were reduced, a problem that would remain is the extra demand placed on regular faculty members teaching off-campus courses. Much time is spent in travel. Library and other resources are not fully adequate for some off-campus courses. The faculty members' efforts are spread thinner and there is less time to enlarge upon one's own base of academic expertise. Indeed, there could be an increasing emphasis on hiring people who are not specialists, but generalists, so that they would be more suitable for teaching off-campus courses, which commonly are designed for the non-specialist. The net effect, on-campus, would be to diminish the variety of areas of genuine expertise possessed by the faculty. In short, the net intellectual resources of the faculty would be reduced and dispersed.

All of this is not intended as a condemnation of our off-campus efforts. There are some legitimate and important educational needs off-campus. However, we recommend that we proceed very cautiously in this direction at the minimal rate commensurate with our present staffing. As staff shrinkage occurs by attrition and/or as the staffing percent of formula increases to a reasonable level, we should seek to reduce our reliance on adjuncts and become more selective in the off-campus programs we offer. Perhaps it will not be necessary or desirable ever to reach the 4000 - 4500 enrollment figure cited in the five-year plan.

Faculty Involvement

The last major point concerns the role of the faculty in helping to chart and implement the future academic course of the college. In reviewing this document, we received some input indicating that, in at least some cases, there has been little involvement of the Department chairpersons and other faculty in developing this plan. The degree of faculty participation apparently varied with departments and perhaps also with schools. If that is indeed the case, it is regrettable that the faculty were not involved more thoroughly

Dr. John Purcell

Page 5

May 4, 1976

during the development of this plan but now are encouraged to participate after the plan is nearly completed. A second example of the lack of faculty involvement is the statement in V. 1. which refers to staffing reductions "...in areas deemed to be overstaffed in light of program priorities as defined by joint faculty and administrative assessment." The role of the faculty somehow got lost in the footnote to that sentence and in the following paragraph, which provides a definite role only for the Vice President for Academic Affairs and the academic deans. The footnote refers to Appendix C--Staffing, which contains the following statement: "The preceding and many other factors have been considered by the deans and the Vice-President for Academic Affairs in attempting to project future needs at Central." What happened to "joint faculty and administrative assessment"? A third example of minimal faculty involvement is the administrative decision, mentioned in V. 4, to establish an Assistant Vice-President for Off-Campus Programs. The decision was made without substantive faculty participation, despite the existence of an Ad Hoc Committee on Academic Organizational Structure. Furthermore, the Search Committee for this position is composed predominantly of administrators, not faculty members. And, finally, the position description is sufficiently vague that it has raised faculty concerns about the authority of this office relative to Deans, Departments and individual faculty members.

In Item V, 5, the document implies that a "College Council" is desirable and that "the role of the Faculty Senate should be reviewed with the goal of achieving maximum participation of the faculty in the affairs of the college." What are the bases for these statements? The examples cited in the previous paragraph cast doubt on the sincerity of the administration in truly desiring the goal of maximum faculty participation, though it does look nice on paper. Unfortunately, shared governance doesn't come into existence just because it's written on a sheet of paper.

We submit these responses for your serious consideration in the hope that some significant modifications will be made in the Academic Plan 1975-1981.

Sincerely,

David G. Lygde

David G. Lygde
Chairman, Faculty Senate

DGL:SP